U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [ ] Elementary [] Middle [] High [] K-12 [**X**] (7-12)
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Andrew Zwerneman

Official School Name: Trinity School at Meadow View

School Mailing Address:
2849 Meadow View Road
Falls Church, VA 22042-1310

County: USA State School Code Number*: 470809

Telephone: (703) 876-1920 Fax: (703) 641-9220

Web site/URL: www.trinityschools.org E-mail: tmaloney@trinityschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: N/A

District Name: N/A Tel:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Paul DeCelles

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[X] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 9 Number of years the principal has been in her/his position at this school.

___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**7**	16	4	20
K			0	**8**	9	14	23
1			0	**9**	11	8	19
2			0	**10**	10	9	19
3			0	**11**	16	16	32
4			0	**12**	15	7	22
5			0	**Other**			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					135

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
1	% Asian
1	% Black or African American
4	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
86	% White
8	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	146
(5)	Total transferred students in row (3) divided by total students in row (4).	0.034
(6)	Amount in row (5) multiplied by 100.	3.425

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %

Total Number of Students Served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	14	9
Special resource teachers/specialists	0	0
Paraprofessionals	0	0
Support staff	1	2
Total number	17	11

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **7 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	98%	97%	97%	98%
Daily teacher attendance	95%	94%	95%	94%	94%
Teacher turnover rate	31%	31%	23%	20%	23%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Daily Teacher Attendance:

We have 14 full-time faculty and 9 part-time faculty. Thus, missing only two members on a given day will bring us below the 95% threshold. Teachers are also encouraged to attend professional workshops and conferences. Teachers have regularly attended workshops on MATLAB and Liberty Fund conferences in the past. The amount of class time missed is not equal for each teacher. A full-time teacher who is absent would miss four classes, whereas some of our part-time teachers only teach one class per day.

Teacher Turnover Rate:

These numbers are large due to the small number of faculty at Trinity School at Meadow View. Often a teacher who is part-time and teaching only one or two classes will not return due to increased family commitments. We have also had several teachers leave to pursue full-time advanced degree programs. Being located in the greater Washington, D.C. area means that we are in a transient location and younger teachers occasionally move on for more lucrative careers after teaching for a year or two.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	20	
Enrolled in a 4-year college or university	90	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	5	%
Military service	0	%
Other (travel, staying home, etc.)	5	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Trinity School at Meadow View (Falls Church, VA) provides a classical education in the Christian tradition for students in grades 7 through 12. Currently, 135 students are enrolled.

We are currently a candidate school for accreditation with the Virginia Association of Independent Schools. Founded in 1998, Trinity School at Meadow View is owned and operated by Trinity Schools, Inc., a 501 (c) (3) corporation, which also owns and operates two other schools: Trinity School at Green Lawn (South Bend, IN) and Trinity School at River Ridge (Eagan, MN). All Trinity Schools have the same mission, goals, curriculum, and pedagogy.

Trinity School students follow a common academic core curriculum which includes six years of mathematics, science, writing, literature, religion, and foreign language (four years of Latin, two years of modern language). They also take four years of drawing and painting, four years of music, and two years of drama. Although the program is rigorous, Trinity School welcomes students of ordinary ability as well as the brightest. Student SAT scores always rank among the best in the state. Our percentage of students recognized by the National Merit Scholarship program is noteworthy. Of the Trinity School juniors taking the PSAT in 2007, 25% earned either semi-finalist or commended scholar status.

Trinity School is distinguished by small classes (18 is the maximum), single-sex instruction, high academic goals, the use of original texts and seminars, and a highly trained and skilled faculty (of 19 FTE, 2 hold Ph.D.'s , 1 holds a JD, and 9 hold masters degrees, with the remainder holding bachelors degrees or a field equivalent).

Trinity School's mission is "to impart basic ordered knowledge about the world and train students in basic intellectual skills and qualities of mind. This is accomplished by a school culture marked by the discovery of truth, the practice of goodness, the creation of beauty, and the development of intellectual and aesthetic habits of mind. Trinity School is a community of learners characterized by the rigorous exploration of reality, the free and disciplined exchange of ideas, and active participation in the fine arts."

The educational objectives of Trinity School can be arranged under the categories of the true, the good, and the beautiful. With regard to truth, the goals are that students develop the ability to discover and understand the truth, possess a sense of wonder and knowledge of reality, and desire to learn more about it. With regard to goodness, the goals are that students desire the good in their own lives and in the world, develop the ability to recognize the good, and appropriate the practices that will produce goodness in their own lives and in the lives of those around them. With regard to beauty, the goals are that students develop the ability to produce beautiful things in art, music, and drama, and that they recognize and love beauty.

The school also seeks to develop particular skills and qualities in each student. These are: linguistic literacy—knowledge of how language works and the ability to employ it with accuracy and effectiveness; mathematical literacy—knowledge of how mathematics works, proficiency in its use, and the ability to apply it in scientific settings; scientific literacy—knowledge of the basic facts, principles, and concepts of geology, biology, chemistry, and physics; aesthetic literacy—awareness of and appreciation for narrative structure, metaphor, order, proportion, line, color, rhythm, melody, harmony, etc.; fundamental intellectual skills—the ability to gather information from observation, experience, and reflection and to abstract, analyze, synthesize, apply, and evaluate knowledge; qualities of thought—a sense of wonder, strong imagination, clarity, precision, consistency, relevance, depth of inquiry, intellectual honesty, and intellectual humility; personal qualities—the habitual vision of greatness, moral and spiritual seriousness, honesty and moral imagination, a recognition of the dignity of all humans, and the ability to converse and dialogue intelligently.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The most recent class for which Trinity School at Meadow View has complete data is the graduating class of 2009. One-hundred percent of those students took either the ACT or the SAT exam, with 95% taking the SAT. The averages for the class on Math and Critical Reading on both exams exceed the cutoff scores for the top 10% of schools in the nation as established by the publishers of the exams. Many of the students took the exams multiple times. The averages reported in the Assessment Results Section reflect the best score in Math and Critical Reading for each student who took the exams.

Over the last five years, 99% of Trinity School at Meadow View graduates have taken the SAT exam. These exams test for the critical thinking skills that are at the heart of a serious education. In each of those years, the average scores have been in or very near the top 10% nationally of college-bound students. Trinity School does not have specific courses designed to prepare students for these exams. Rather, Trinity School has taken the advice of both ACT Inc. and the College Board that the best preparation for college is a rigorous curriculum of English, mathematics, science, history, and other serious academic subjects.

To do well on the reading portion of both exams, the testing organizations encourage students to read extensively and develop good writing skills. These are both key components of the Humane Letters curriculum. The outstanding reading scores of Trinity School students on the SAT reading exams indicates that the rich selection of readings and the reading intensive environment at Trinity School at Meadow View prepares students well for the exams and for collegiate work. This also corresponds well with the feedback the school receives from its graduates about their preparation for college work.

The results on the mathematics portion of those exams indicate that Trinity School students have a solid foundation in basic mathematical skills and have well developed mathematical reasoning skills. The biggest challenge that Trinity School students face when it comes to the math portion of these exams is reviewing the skills that were mastered by them in the ninth and tenth grades. Most of the students have spent a whole academic year studying calculus by the time they take the exam near the end of their junior year. For those who take the exam in their senior year it has been even longer since they worked with the skills tested by the SAT.

In the 10th and 11th grade, all students at Trinity School at Meadow View take the PSAT exam. The scores indicate that student averages increase on nationally normed tests from the beginning of the 10th grade to the 12th grade. For example, at the beginning of the 10th grade, the class of 2009 scored in the 94th percentile nationally on reading and 78th percentile nationally in math. When they graduated they were in the top 10% not only of all students nationally, but in the top 10% of students who are college bound. This would indicate that the rigorous curriculum and excellent teaching of the faculty enable students to make significant academic progress during their time at Trinity School at Meadow View.

The consistently high scores over the last five years indicate that the common curriculum works well as preparation for all students. It also indicates that when students are held to high standards they will rise up to meet them.

2. **Using Assessment Results:**

Since its inaugural year in 1998, Trinity School at Meadow View has worked tirelessly to provide an excellent education to students. Since each Trinity School implements the same curriculum, there is frequent conversation between the three schools concerning what is working and what needs to be adjusted. The

faculty and administration have continued to work at ever becoming better and never being satisfied with the status quo. As part of the ongoing process of self-evaluation, it has encouraged all of its students to take either the SAT or the ACT exam. The faculty and administration use the results as an independent measure of the rigor of the curriculum and the quality of instruction. The faculty constantly evaluates the quality of the Trinity School education. Graduates, college professors, and admissions directors also report that Trinity School graduates do very well in introductory collegiate courses.

Further, because Trinity School at Meadow View has such a low student-to-teacher ratio (7:1) it is able to closely monitor how students progress through the material being covered in each class. Starting in the sophomore year, Trinity School can use national assessments in order to measure how changes or adjustments in either curriculum or methodology affect the performance of the students. That the scores have been consistently high and trending slightly upward for the last five years indicates that the adjustments are working.

A specific example of using testing data occurred several years ago after noticing the lower scores on the math section of the SAT relative to the critical reading. This led to a discussion among the math faculty, and a larger review of major algebraic concepts was put into the beginning of calculus in the junior year. This not only led to higher scores on the SAT, but the teachers reported a better fundamental understanding of the major ideas of calculus.

3. **Communicating Assessment Results:**

Trinity School at Meadow View regularly communicates student performance results to parents and students with a mid-semester checklist evaluation from each teacher and a more detailed two-page evaluation from each teacher at the end of the semester. In addition to the written evaluation, the parents of students in grades 7-10 meet in a conference session with all of the student's teachers to discuss the evaluation. Parents of 11-12 grade students sit in on a conference between the student and his/her teachers, in which the student presents a self-evaluation, followed by a faculty assessment of the accuracy of this evaluation.

The school regularly communicates other standardized assessment results of the students to the larger community through its website, through donor solicitation materials, and through advertisements and other promotional materials for admission. Trinity School at Meadow View's SAT scores are among the highest in the area, and its tuition is less than what most of the schools with comparable scores charge. In a highly competitive market, it is important to remind parents that Trinity School produces an excellent education at a very reasonable tuition rate. The school has published charts that compare its SAT scores with those of other schools in the Washington Metropolitan Area.

Students are informed of the results of standardized testing by the school's Guidance Director, and they are encouraged to use the scores as one factor in making good decisions for college. Students will also retake one or other of the tests after a period of renewed effort in their own studies and some preparation for specific parts of the exam.

Individual students are recognized for outstanding achievement in the PSAT, SAT, and National Latin Exam at morning assemblies. Trinity also informs parents about academic success and awards in the monthly school newsletter and at the end of year academic awards assembly.

4. **Sharing Success:**

Some portions of the Trinity School at Meadow View curriculum and pedagogy, the separation of students by gender and Socratic discussion, for example, have drawn interest by several other private schools in the highly competitive Northern Virginia market. The school occasionally has visitors from other schools ask if they can

sit in on classes, visit with the headmaster or other teachers. The administration has been very generous in sharing what Trinity School does with everyone who comes to visit.

Trinity Schools, Inc. has also worked with Charter Schools in Tempe, Arizona and with School Start in Minnesota. Since Trinity School at Meadow View is undergoing the accreditation process with the Virginia Association of Independent Schools (VAIS), it has sent representatives to several VAIS meetings. Those representatives have reported a keen interest in some of our pedagogy and curriculum by other VAIS members. Once accreditation is received, Trinity School looks forward to working with these other institutions.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Instruction in mathematics, science, literature, history, and philosophy is the heart of the Trinity School curriculum. However, every student also has the opportunity to become adept in two languages, scripture, theology, and the fine arts. All students take the same curriculum.

Mathematics is taught from numerical, geometric, and symbolic points of view. In the early grades, one viewpoint is used at a time, while in the later grades the viewpoints are integrated. The concepts of a function and transformations structure the high-school courses. In all grades, students develop proficiency in problem solving. Algebra, trigonometry, pre-calculus, calculus, and group theory are taught. Students learn to use graphing calculators as an aid to their mathematical thinking.

The science program begins with wonder and puzzlement about the physical universe and proceeds to scientific explanation. The science curriculum is designed to engage the student in direct observation of the world and to elicit the desire for explanation. Once wonder is aroused, students are introduced to the tools that will enable them to satisfy it. Seventh and eighth-grade students focus on life and earth science. Freshmen study biology; sophomores study the basic concepts of chemistry; juniors and seniors study physics. Topics in the junior year include mechanics, waves, and thermodynamics. Seniors investigate special relativity, electricity and magnetism, quantum mechanics, and particle physics, using calculus to explain the physical world. Juniors and seniors are given laptop computers and are taught to write computer code in MATLAB in order to understand and discover solutions to even more sophisticated problems in physics.

In the 9th through 12th grades, all of the humanities are studied together in the Humane Letters Seminar. Literature, history, philosophy, and theology are taught through reading, discussion, and disciplined writing about issues that emerge from the study of original texts and source documents. The Humane Letters Seminar meets for two hours every day throughout the high school. Careful reading, disciplined discussion, and clear and cogent writing are demanded throughout the curriculum. The Literature and Composition courses in the seventh and eighth grades lay the foundation for the Humane Letters curriculum in high school.

Trinity students receive writing instruction in a unified step-by-step program through every grade level. In grades 7 and 8 they learn the fundamentals of English grammar and how to write a formal paragraph. In high school, students begin by learning thesis formation and the forms of development of a five-paragraph essay. In grade ten they learn to write an analytic essay. In grades eleven and twelve, students work on style and expression, deepening both analysis and content. In the upper grades, students write about twelve essays a year.

The history curriculum begins with the study of early civilizations and ends with the mid-20th century. Original source documents are read and discussed. For example, readings in the ninth grade include selections from The Federalist Papers, Jeffersonian documents, and the Lincoln-Douglas Debates; readings in the junior year include the Iliad and Odyssey, Thucydides' History of the Peloponnesian War, and Aristotle's Nichomachean Ethics.

Students study Latin in grades 7 through 10. In grade 10, they translate from Caesar, Cicero and Virgil. In the junior and senior years, students study a modern language, either French, Italian, or Spanish. The foreign language curriculum meets the requirements of the NCLB-BRS program.

Scripture and Theology are taught in grades 7-10 and again in grade 12. In the seventh and eighth grades, students study the narrative accounts of the Old and New Testaments. In the ninth they learn the history and

doctrines of the Christian churches. In the sophomore and senior years students revisit the Old and New Testament from a literary and historical point of view.

Fine Arts: Trinity students take four years of drawing and painting; in the junior and senior years the studio art is interwoven with art history that spans pre-historic cave paintings to 20th century movements. Students also take four years of music. This is divided into two years of recorder and two years of choir. Throughout the four years the students also learn music theory, culminating with the students writing their own piece of music in three-part counterpoint. Trinity students also study two years of drama. Each element of the fine arts program is performance-based.

2a. **(Elementary Schools) Reading:**

2b. **(Secondary Schools) English:**

The seventh and eighth grade Literature and Composition courses introduce students to the elements of English grammar and to the study of American and British literature and poetry. In the high school the Humane Letters Seminar meets daily and is the locus of the reading and discussion of literature and poetry and of the writing program. Students in these classes learn the art of active reading. They also learn that works of imaginative literature, drama, history, philosophy, and social science each demand a particular kind of approach.

The Humane Letters Seminar readings are formidable. Among them: The Red Badge of Courage, To Kill a Mockingbird, My Antonia, and The Jungle in the ninth grade; Crime and Punishment, A Tale of Two Cities, The Communist Manifesto in the tenth; Plato's Republic, Socratic dialogues, and Augustine's Confessions in the eleventh; and Dante's The Inferno, Descartes' Meditations, Rousseau's On the Social Contract, Shakespeare's Macbeth, short stories by Flannery O'Connor, Ethan Canin, and Ray Carver, and Dostoyevsky's The Brothers Karamazov in the twelfth. Poetry is included in each year's reading list and plays an instrumental role in engaging imaginative and aesthetic views of reality. Trinity students will read and discuss over 50 major works of literature and philosophy in their high school career.

Students' reading skills are sharpened through the reading and discussion of these texts. They learn to comprehend and analyze dense complicated material without the aid of secondary sources. In their writing, students begin to focus on the refinement of style, the selection of just the right word, and the formation of clear and expressive sentences and paragraphs, all executed in correct grammatical form. Eleventh and twelfth grade students will write about 12 essays a year.

While there is no formal tutorial opportunity for students reading below grade level, the small class size and seminar/tutorial format of the English courses provide opportunities for the students to grow in their reading skills. This is particularly germane in the middle school and early high school years. For example, a new text will be read aloud in class while the teacher instructs the students in how to keep track of the narrative or argument. Close attention is paid to vocabulary development and accuracy in spelling in written work. Furthermore, there are ample opportunities for individual coaching so that each student moves forward in the development of his or her skills. Teachers are careful to assign appropriate amounts of reading as they monitor the students' abilities to keep up with the reading providing help to those who fall behind.

3. **Additional Curriculum Area:**

Humane Letters Seminar: This course represents an integrated approach to the humanities, with the understanding that literature, history, philosophy, the social sciences, etc., while distinct disciplines, form a cohesive whole in the understanding of humanity. The reading and writing dimension of the course was discussed above. Here the focus is on the seminar.

The seminar is a guided discussion which is neither a polite conversation nor a lecture in disguise. Students read original texts without the aid of secondary sources and defend their own point of view. The discussion focuses on the text itself: what it actually says, not upon more abstract theories of its meaning. Sorting out what any serious text is expressing is hard intellectual work, and proposing and defending a particular reading demands evidence from the text itself.

In the seminar, students learn to read carefully, think analytically, speak precisely, keep to a topic, express themselves logically, uncover meaning, and grow in their ability to listen and understand. This is often not easy for students, and it results in the refinement of their thought as they struggle to articulate ideas, receive feedback, and respond to intellectual challenge.

In such seminars, the teacher is not present as an authority but as a guide and moderator of the discussion. He or she clarifies confusion, points out what had not been seen, and demands logical rigor and evidential support. He or she sets and keeps the bar high, but in the end, students are taught by the texts and by one another. This is the very heart of the community of learners, where everyone is a teacher and everyone is a learner.

4. **Instructional Methods:**

At Trinity School the student is the primary agent of his or her education. This demands that the student be engaged. The necessity for student engagement led the founders of Trinity to design a school with small classes, single-sex instruction, original texts, and a performance-based curriculum where students have to read, discuss, write, solve problems, create music, art and drama. Students have to engage in the appropriate intellectual or aesthetic activity, not pass tests.

Instructional methodology at Trinity School is also manifested in curricular design. Some courses, 7th and 8th grade science, for example, call for students to become aware of and begin to understand the world around them. These courses are based on real-time observation of nature, data collection, and analysis. The whole enterprise depends on careful and accurate observation.

The Humane Letters Seminar is another example of the curricular paradigm: the instructional method is embedded in the course itself. Student participation in the discussion is required. Indeed, in the upper grades, 50% of the grade depends upon verbal participation in the discussion. The success of the course depends upon participation by the students and first-rate guidance by the teacher.

Trinity School has operated single-sex classrooms for over 25 years and has learned that some courses are best approached with the methodology most suitable for the gender of the students in the class. Upper-division mathematics is a good case in point.

Trinity School also continues to develop the serious and creative use of technology. In 2006 Trinity School began a new computer initiative in which each junior received a laptop for physics class. The laptop came with the MATLAB software, and approximately 20 % of the course was dedicated to learning how to program in MATLAB. There were several reasons for the initiative: (1) To improve the understanding of the physics. If a student can write code that models reality, then he or she has gained a better understanding of physical phenomena. (2) To teach students how to take a problem and break it into smaller problems that are more approachable. (3) To give the math and science-oriented students an introduction to computer modeling, which will undoubtedly play a large role in their university education. For those not continuing in these fields, the goal was to help demystify computers and technology. Feedback from graduates has demonstrated a high level of success in achieving these goals. In the classrooms the physics teachers report the students having a fuller understanding of how mathematics and physics interact to represent physical reality.

Finally, there is the usual repertoire of approaches that every good teacher should possess and be able to deploy as needed: well organized, user-friendly, and effective lecturing; sensitive coaching; and the ability to lead and guide discussions in the seminar mode.

5. **Professional Development:**

At Trinity School, professional development is a constant and ongoing process. It is aimed at three goals: facilitating the participation of the faculty in the community of learners, supporting them as effective classroom teachers, and encouraging them to continually develop their intellectual depth and breadth both personally and professionally.

The faculty seminar, required for all full-time teachers, is foundational. The seminar meets three to four times per year and consists of the study of a specific topic and reading and discussion of selected texts. Typically, the topic is not directly connected to the curriculum or a teacher's duties. For example, two years ago the faculty read and discussed *The Road* by Cormac McCarthy. In other years, the faculty has read and discussed works of literature such as James Joyce's *The Dead*, James Agee's *A Death in the Family*, and *Parker's Back* by Flannery O'Conner. Other topics have included Darwinian evolution, poetry seminars on Seamus Heaney, and a seminar on the primary concept of first-semester calculus—the derivative.

Full-time math and physics faculty meet annually with members of the other two campuses to review the integration of MATLAB into the curriculum for junior and senior years.

Trinity oversees and helps develop new teachers with two-year New Teacher Institute and New Teacher Mentor programs. These programs include assistance in developing lesson plans, managing the classroom, grading and evaluation, and relating to students. Trinity School supports continued development and improved classroom teaching through the ongoing Master Teacher program, in regular faculty meetings, and through a teacher evaluation process.

Trinity faculty members regularly receive time off from school duties and can apply for financial support in order to attend conferences and workshops.

6. **School Leadership:**

Trinity Schools, Inc., headquartered in South Bend, Indiana, is the corporation that owns and operates the three Trinity schools. Its board of trustees is entrusted with the responsibility for assuring that the schools are carrying out the mission of Trinity Schools, for providing broad oversight of the operation of the schools, and for assuring the financial health of the institution.

The president of Trinity Schools is the chief administrative officer of the corporation and is responsible for seeing to it that the schools carry out the work of education in keeping with the mission.

The principal or head of school is responsible for overseeing the faculty and administrative staff of the school and ensuring that the curriculum, policies, and practices of Trinity Schools, Inc. are effectively implemented and maintained. Furthermore, he is charged with fostering unity and communication among the faculty, students, and parents; serving as public relations voice of the school; managing crises, changes, and conflicts; and managing the operational expenses of the school's budget. The head of school is required to teach at least 10 hours per week. This allows the head of school to maintain a real sense of the needs of the faculty and student body.

One woman and one man on the faculty have been designated as deans of the girls and boys respectively. Their leadership has as its mission to encourage right behavior, good communication, and school unity – all of

which are vital to the life of the school. The deans utilize a variety of methods to achieve these goals—including meeting with an entire section, an individual student, and working closely with parents.

Master teachers and the new teacher mentor train and oversee new teachers in the areas of curriculum, classroom management, and communication in their first years at Trinity.

Twelve faculty advisors, one for each section of students, and a faculty sponsor of our student organization, Trinity Life, meet with the students regularly to help them both lead and take advantage of what the school has to offer.

Veteran teachers have been given oversight over particular parts of the curriculum, such as writing, MATLAB, and poetry, in order to ensure that these unique elements of the school's curricular mission are executed well.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Independent

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

$0	$0	$0	$0	$0	$0
K	1st	2nd	3rd	4th	5th
$0	$14000	$14000	$14000	$14000	$14000
6th	7th	8th	9th	10th	11th
$14000	$0				
12th	Other				

4. What is the educational cost per student? $ 13600 (School budget divided by enrollment)

5. What is the average financial aid per student? $ 1408

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
 13 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
 42 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 10 Test: PSAT
Edition/Publication Year: 2007 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	53	51	54	51	49
Number of students tested	24	21	15	12	14
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	43	44	44	44	44
NATIONAL STANDARD DEVIATION	11	11	11	11	11

Notes:

Subject: Reading Grade: 10 Test: PSAT
Edition/Publication Year: 2007 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	60	54	57	53	55
Number of students tested	24	21	15	12	14
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	42	43	43	43	43
NATIONAL STANDARD DEVIATION	11	11	11	11	11

Notes:

Subject: Mathematics Grade: 11 Test: PSAT
Edition/Publication Year: 2007 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	60	56	57	56	58
Number of students tested	24	21	15	12	14
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	48	49	49	49	48
NATIONAL STANDARD DEVIATION	12	11	11	11	11

Notes:

Subject: Reading Grade: 11 Test: PSAT
Edition/Publication Year: 2007 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	63	61	62	58	60
Number of students tested	24	21	15	12	14
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE	47	48	48	47	47
NATIONAL STANDARD DEVIATION	11	11	11	11	11

Notes:

Subject: Mathematics Grade: 12 Test: SAT
Edition/Publication Year: 2008 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	636	599	596	601	641
Number of students tested	21	20	13	12	11
Percent of total students tested	95	100	100	100	100
Number of studentds alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	8	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE		515	515	518	520
NATIONAL STANDARD DEVIATION		116	114	115	115

Notes:

Seniors at Trinity School at Meadow View take the SAT in May or June of their junior year, and then most retake the exam in October of their senior year.

A senior in the class of 2006 was allowed the accommodation of twice the amount of time to take the exam. This was granted by the College Board and this exam was taken over two days in October 2005.

There is no data available from the College Board regarding the national mean and national standard deviation for the class of 2009 although these numbers ought to be similar to the previous four years.

Subject: Reading Grade: 12 Test: SAT
Edition/Publication Year: 2008 Publisher: College Board
Scores are reported here as: Scaled scores

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Jun	Jun	Jun	Jun	Jun
SCHOOL SCORES					
Average Score	680	644	645	649	662
Number of students tested	21	20	13	12	11
Percent of total students tested	95	100	100	100	100
Number of studentds alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	8	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE		502	502	503	508
NATIONAL STANDARD DEVIATION		112	112	113	113

Notes:

Seniors at Trinity School take the SAT in May or June of their junior year and then in the fall (usually October) of their senior year.

In October 2005, one student of the class of 2006 took the SAT with the SSD condition of twice the amount of time from the "normal" SAT. This test was administered over two days. This accommodation was granted by the College Board after thorough testing done on the student.

Data for the class of 2009 (national mean and standard deviation) is not yet available from College Board, but it should be same to assume that the values of these data will be similar to the past four years.